Inquiry Unit Template\*

Curricular Topic or Text: Literary Elements

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| Essential Question: What can you gain by living forever? | | | |  | |
| **Enduring understandings**:  I want students to understand the beauty or enjoying life in the moment. Also, to realize the beauty in being mortal and to realize death is a natural process of living. | | **Conceptual Knowledge:**  To understand how setting, theme, characters, and plot play a role within the text | | **Procedural Knowledge**:  I want my students to have the ability to articulate in their own words how the theme of Tuck Everlasting can be applied in their own lives.?? This needs work. | |
| **Frontloading Activities:** Have students debate between benefits of living forever or not to live forever. | | | |  | |
| **Scaffold Of Activities**: For exploring and practicing concepts- leading to capacity to complete culminating project-demonstration of developed understandings   * Close to home Far from home * Current Knowledge Need to know * Visual –Written * Easy-Hard * Concrete-Abstract * Directly Stated-implied * Supported-Independent * Whole-Part-Whole * Learning-Doing-Reflecting * Model-Mentor-Monitor | | | | **Things I am Thinking About as I Sequence Activities:**   * Necessary skills for completing culminating projects * How I can create engaging activities that are also meaningful * How I can support students before, during and after reading (for the text as a whole and each day) * How can I use models and modeling? * How to support them early on and gradually release the responsibility as the unit progresses * How I can design and include activities that guide them to Big Ideas and then “teach” through direct instruction and naming what we did * How I can blend reading, writing and language instruction   How I can use a diverse blend of activities (drama, argument, discussion, visual representation, etc.) | |
| **Week One**  Frontloading | **Activities**  Activity 1: Students debate  Activity 2: Something revolving around historical time period in which Tuck Everlasting is in.  Activity 3:??? | | **Connection to Unit Goals**  Students will be introduced to essential question | | **Formative Assessments and Proof of one’s learning**  -Find something pertaining to historical time period this is in. Articles, other books, historical family heirlooms and share with class. |
| **Week Two**  Read Prologue and chapters 1-5 of Tuck Everlasting | Monday: Have to use the ppt. my mentor teacher uses and teach literary elements  Tue. Begin discussing T.E.  Wed. Read aloud in class  Thur.??  Fri. Possibly doing a talk show activity over characters in story. | | Students will become familiar with literary elements | | -Journaling |
| **Week Three**  Read chapters 5-13 | Mon. Some sort of Brief lesson on plot line  Tue. Discuss plot in T.E. Maybe create some kind of graph representing plot.  Wed. Compare this plot to other similar stories w/ same theme.  Thur. Possibly journal time  Fri. Exit ticket? | | Students will be able to identify what plot is an distinguish what the plot is within Tuck Everlasting. | | -Journaling  -Graph or poster board with plot |
| **Week Four**  Read Chapters 13-21 | Mon. Examine Characters in T.E.  Tue. Writing exercise creating own characters  Wed. ??  Thur. Journal  Fri. Write short story leaving out a character Of T.E. | | Students will be able to use characters in their own writing. | | -journaling  - fictional writing |
| **Week Five**  Read chapters 21-Epilogue | Mon. Introduce Setting and theme and look at them through T.E.  Tue. Journaling of what students think theme is in T.E.  Wed.??  Thur.??  Fri. Begin to discus final project and begin to work on this. | | ??? | | -Begin Rough Draft for final fiction story. |